

### **The Letter to the Reviewer**

is, by definition, *"written by a student to discuss his or her growth as a writer and to reflect on the pieces in the portfolio."*

A key element is **reflection** – the ability of the writer **to understand his own growth** as a writer and **to analyze the significance of that growth**.

It is

- focused on a central idea or purpose
- written with the reviewer in mind, using appropriate tone, diction, and structure
- substantiated with relevant supporting details that demonstrate the growth of the writer
- organized in a manner to demonstrate the writer's growth

**A strong letter to the reviewer demonstrates both insight and analysis.**

The Letter to the Reviewer is NOT

- an opportunity to praise or criticize KERA
- a generic description of the stages of the writing process
- a thank you note to express gratitude for a reviewer assessing a portfolio
- an elaborated table of contents listing and/ or summarizing each portfolio piece
- an evaluation of a teacher and/ or class
- a list of unsupported claims about improvement as a writer
- an unrealistic unedited piece written on the day the portfolio is due
- a persuasive letter to convince the teacher how much the student loves writing
- a final attempt to schmooze the teacher into giving out A's

Dottie Willis, Jefferson County



## Letter to the Reviewer

<b>How do the writers demonstrate reflection?</b>	
<b>Do you see evidence of a focused purpose in the letters? Where?</b>	
<b>Where do you see audience awareness?</b>	
<b>Is there evidence of relevant details which support the writers' purposes and/or claims?</b>	
<b>Do the letters appear to be written using a formula approach, such as ineffective analogies, summaries of pieces, or answers to teacher questions? Where do we see this?</b>	
<b>What do the letters tell you about the instructional program of the school?</b>	
<b>What other commonalities do you see in the letters?</b>	

